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**ONE HUNDRED THIRTY-FIFTH  
ANNUAL REPORT**

**OF THE**

**South Carolina  
School for the Deaf  
and the Blind**

**SPARTANBURG, SOUTH CAROLINA**

**1983**



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**PRINTED UNDER THE DIRECTION OF THE  
STATE BUDGET AND CONTROL BOARD**

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**LETTER OF TRANSMITTAL**

**SOUTH CAROLINA SCHOOL  
FOR THE DEAF AND THE BLIND**

**SPARTANBURG, SOUTH CAROLINA 29301**

***The Honorable Richard W. Riley  
Governor of South Carolina  
Budget and Control Board  
Columbia, South Carolina***

**Honored Sir:**

I have the honor to transmit, herewith to you and through you, to the people of our State, the One Hundred Thirty-fifth Report of the South Carolina School for the Deaf and the Blind. This Report covers the period from July 1, 1982, to June 30, 1983.

**Respectfully submitted,**

**MR. DOUGLAS F. DENT  
Chairman  
Board of Commissioners**

**Sincerely,**

***A. Baron Holmes IV***

**A. Baron Holmes IV  
President**



SOUTH CAROLINA SCHOOL  
FOR THE DEAF AND THE BLIND  
SPARTANBURG, SOUTH CAROLINA 29302

July 1, 1983

Mr. Douglas F. Dent, *Chairman*  
Board of Commissioners  
South Carolina School for the Deaf and the Blind  
Spartanburg, South Carolina 29302

Dear Mr. Dent:

The One Hundred Thirty-fifth Annual Report is hereby submitted to the Board of Commissioners of the South Carolina School for the Deaf and the Blind. The information contained in this Report is for the purpose of informing the General Assembly and the people of South Carolina of the activities and accomplishments of the School for the fiscal year 1982.

During the past year, our school has once again absorbed severe budget cuts but has stabilized our operations by increasing efficiency. We have improved our effectiveness in diverse areas such as student discipline, after-school activities, work experience, independent living skills, curriculum, and student values development.

We have made major progress in planning our new vocational facility and in defining our roles and missions within state government.

Managerially, we have reorganized our bus line, cleaned up our inventory management records, improved our janitorial services as well as our dietary services.

Each departmental supervisor has created goals and objectives for the department. Similarly, each employee is being appraised on individualized job duties, objectives, and performance characteristics.

We appreciate ever so much the continuing support of our Board of Commissioners, as we seek to fulfill our duties and responsibilities to the deaf, blind and multi-handicapped children and to the people of South Carolina.

Sincerely,

*A. Baron Holmes IV*

A. BARON HOLMES, IV  
*President*



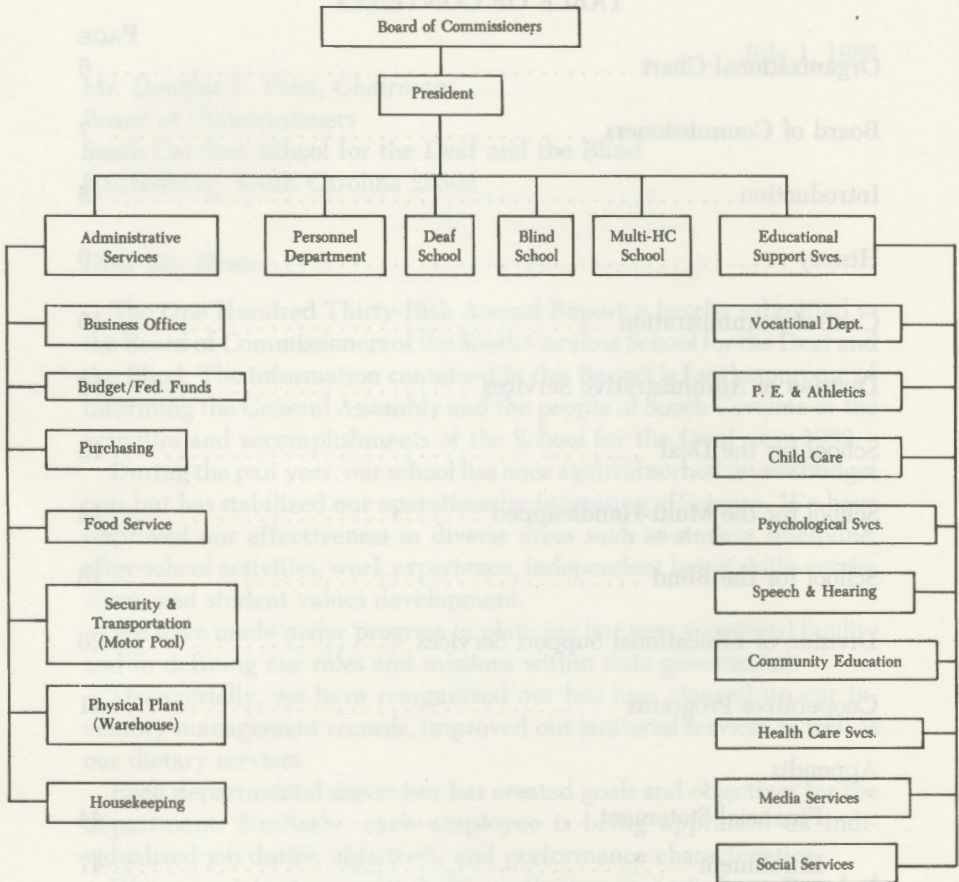
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*Represented by:*

James E. Padgett, Jr., M.D.  
P. O. Box 4217  
Spartanburg, S. C. 29303

# SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND



Sincerely,  
  
A. Baron Holmes IV  
President



## BOARD OF COMMISSIONERS

### SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

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P. O. Box 472, West Blair Mill Road, Belton, S. C. 29627
- Mr. Donald Capps — Member-at-large (blind)  
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- Dr. Charlie G. Williams, *State Superintendent of Education*, Room  
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- Dr. Robert S. Jackson, *Commissioner*  
State Department of Health and Environmental Control  
J. Marion Sims Building and R. J. Aycock Building,  
2600 Bull Street, Columbia, S. C. 29201

#### *Represented by:*

- James E. Padgett, Jr., M.D.  
P. O. Box 4217  
Spartanburg, S. C. 29303



## INTRODUCTION

The South Carolina School for the Deaf and the Blind has had a long history of providing services to children with severe visual and hearing impairments from across the State. The School for the Deaf and the Blind is supported by the State of South Carolina with direct appropriations each year from the General Assembly, as authorized by the South Carolina Constitution (Article II § 3 and 5, 1962). The Legislature appropriated \$6,825,730.00 for fiscal year 1982-83. In addition to this, federal and other fund receipts amount to \$681,776.89.

Supervision and control of the affairs and government of the South Carolina School for the Deaf and the Blind is vested in the eleven member Board of Commissioners (listed previously), nine members of whom are appointed by the Governor for terms of six years. The Board consists of a representative from each congressional district, three members at large of which one shall be blind and one shall be deaf and two ex-officio members (State Superintendent of Education and State Health Commissioner).

The major purpose of the South Carolina School for the Deaf and the Blind (SCSDB) is to provide comprehensive educational services of sufficient scope and quality to assure the optimum educational, emotional, social and physical development of each deaf, blind and multi-handicapped student enrolled. A related purpose is to increase each student's ability to combine occupational knowledge gained through appropriate training and study with basic academic skills to the extent that each student will eventually actualize his/her full vocational potential.

Since SCSDB is the State residential school and comprehensive educational center for sensory impaired and multi-handicapped students in South Carolina, it is in a position to provide services and consultation which will benefit all programs for sensory impaired students and adults throughout the State through serving as a learning resource center, a demonstration school, and a center for community/continuing education.

The material contained in this report provides an opportunity to learn how SCSDB utilizes its resources to accomplish its missions and goals.

## HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pinckney Walker, had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1849 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We accordingly resolved publicly to recommend to the parents and Guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

The School property, as well as ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution, in some form be perpetuated in all time in such a manner as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the School operated intermittently, but was re-opened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., Newton Farmer Walker, and the present President, Dr. A. Baron Holmes, IV.

The School has expanded from a single building into a spacious and beautiful campus adorned with twenty-eight major buildings, including the original main building constructed in 1859.

Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children attended the Hartford Institution in Connecticut, while blind children attended the School for the Blind in Boston. In 1848 this Act was amended to provide the sum of \$100.00 per student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor, the School has grown to its present capacity of approximately 460. It is



operated by an eleven member Board of Commissioners, nine of whom are appointed by the Governor and two ex-officio members; State Superintendent of Education and Commissioner, State Department of Health and Environmental Control.

### CENTRAL ADMINISTRATION

The organizational structure of SCSDB is presented in Figure 1. The immediate Executive Head of SCSDB is the President (Dr. A. Baron Holmes, IV) who is responsible to the Board of Commissioners (listed previously), and is responsible for the day-to-day operation of the School.

In addition to the President, the central administration includes two directors, three principals of the schools, personnel department and several clerical and other administrative support staff members. The directors and principals are listed as follows:

- Mr. Robert L. Millard, Director of Educational Support Services
- Mr. Paul Manly, Director of Administrative Services
- Mr. Patrick Dowling, Principal of the Deaf School
- Mr. Thomas Bannister, Principal of the Multi-handicapped School
- Mr. Keith Ammons, Supervisor of the Blind School
- Mr. Lachlan L. Hyatt, Jr., Personnel Director

The above persons and the President, have overall responsibility for detailed planning. Their task is to delineate both long-range and short-range plans for obtaining optimum resource utilization and the accomplishment of the School's major missions and goals.

### DIVISION OF ADMINISTRATIVE SERVICES

#### *Purpose:*

The division is administered by the director whose responsibilities include security, food service, plant maintenance, motor pool and transportation along with the business office, purchasing, warehouse and federal funds. The division was responsible during the fiscal year for all financial accounting, purchasing, federal grants and funds, business, warehousing, inventory, fiscal budgeting, payroll, student banking, transporting children to and from school, upkeep of all vehicles, maintaining all buildings and grounds, planning and serving nutritious meals to students and staff, the safety and security of students and property and housekeeping services.

The division's goal is to maximize the use of state appropriated funds, federal funds, and other fiscal funds to best benefit the deaf, blind and multi-handicapped students served at the School. It is responsible to audit and monitor expenditure of these resources and serve as the chief center of all agency budgeting activities.



### *Operations:*

The chief financial officer of the School is the Director of Administrative Services. Reporting as supervisors to him were the department heads over Purchasing, Federal Funds, Housekeeping, Business Office, Dietary, Physical Plant, Transportation and Security. During the year, the number of staff was approximately 69.

The Federal Funds office maintains some one-half million dollars in federal grants. Some 20 staff remain employed in federal funds, the largest being Title I (PL89-313).

The Purchasing Department covers bids, contracts, leases and bulk purchasing. The purchasing office is responsible for procuring all supplies, equipment, machinery, fuels, motor vehicles, services and other personal property for the use of each department.

Warehouse is a low-budget office where expansion was curtailed by the agency reorganization and moved under the supervision of the Physical Plant.

The Business Office includes accounting, EDP, payables, student accounts and receptionists.

The Dietary Department provides a wholesome, nutritious dietary program for students and assists the educational staff in developing dietary instruction and improvement of programs for the students. Food is prepared in the Central Kitchen and distributed to four cafeterias throughout the campus.

The Physical Plant is responsible for maintaining buildings and grounds and warehouse.

The Transportation Department transports students to and from school. Students living within 30 miles radius are serviced by 5 daily routes. Residential students are transported throughout the state on Fridays and return on Sunday night. The Motor Pool is under the supervision of the Transportation Department.

The Security Department has one full-time security guard and three part-time guards that work on a rotating basis to insure safety for the campus and children from 11:00 p.m. until 7:00 a.m. seven days a week.

### *Program Accomplishments During the Year:*

- Successful completion of 5-Year Plan by Director's Office.
- Creation of \$7-plus million state and federal budget for FY83-84.
- Implemented Set of Internal Controls by moving the responsibility of disbursing checks from payroll clerk to business office for better internal control.
- Completed replacement of old underground steamlines for better heating system with a \$215,000 federal energy grant through the Department of Energy. The School was planning to use \$55,000 from Student Fund Account but has now arranged to use "In-Kind Service" thus saving the Student Fund Account for future use.

- Eliminated 2 full time positions in the Security area. Replaced with part-time off-duty policeman.
- Reorganized canteen service with estimated annual revenue of \$6,000.
- Simultaneous work on 4 actual or proposed capital improvement projects in conjunction with President's Office, Budget & Control Board, architects and engineers and State Engineer's Office.
- Cut operating budget for 5th consecutive year.
- New sidewalks were finished at Herbert Center, Voss Center and Transportation.
- During the year of 82-83, the Maintenance Department completed 4,227 work orders.
- 13 new diesel buses received in February to replace old gasoline buses. 10 of the new buses are equipped with audio visual equipment.
- With the end of the 82-83 school year, a very successful record of student transportation is reported, with no personal injury or property damage accidents reported.
- All food requisitions for athletic events, boy scouts and other special occasions were prepared by the dietary staff. Hot meals are provided each Friday before the children leave for home.
- One meal per day was provided for the day students and some staff. Three meals were provided for residential students.
- Special dinners were prepared for various student activities, for service clubs and other clubs who work for the school on various projects and also alumni events.
- The food service division worked with staff and with student advisory group in attempting to provide high quality, nutritious meals for all.
- Continued to utilize prison trustee labor from Dutchman Prison at no cost to the School.
- Two new compact automobiles purchased to replace 1977 mid size automobiles with over 80,000 miles.
- Vocational School bond money approved by Budget & Control Board and contruction plans implemented for completion by August, 1984.

## SCHOOL FOR THE DEAF

### *Purpose:*

The School for the Deaf serves students from ages four to twenty-one whose parents reside in the state of South Carolina. The primary target population are students that have a hearing loss so severe that even with the benefit of amplification, the person is unable to hear or understand speech. The School for the Deaf is responsible for providing a full range of educational programs and instructional services to meet the diverse needs of hearing-impaired students. The curriculum is focused on providing learning experiences for each child to grow educationally, morally, socially and emotionally.



### *Operations:*

The school year began on August 23, 1982 with 238 students and ended on May 27, 1983 with an enrollment of 232. The Deaf School not including the vocational and physical education staff is administered by three Supervising Teachers and a Principal. The Deaf School has thirty-five teachers, twelve teacher assistants, one curriculum coordinator, one librarian, one communication specialist, and one secretary. Support services include Speech Therapy, Social Services, Audiology, Psychology, Vocational Rehabilitation, and Community Education.

### *Program Accomplishments:*

- Eighteen seniors graduated in May. Five of these students have been accepted as of June 15, 1983 to institutions of higher learning specializing in post-secondary education of the hearing impaired. Four students will be attending Gallaudet College in Washington, D. C. and one student will be attending Rochester Institute of Technology in New York.
- The Deaf School provided a service center for the training of college students majoring in the Education of Hearing Impaired. Converse College, located in Spartanburg, and Ball State University, located in Muncie, Indiana, placed their students in our school for observations and directed teaching to fulfill requirements for degrees in Deaf Education. Eleven students in all completed from ten to twelve weeks of valuable experiences on our campus.
- Monthly assembly programs were held to educate students regarding appropriate social behavior. School personnel members from the community, and state leaders participated in these very successful programs.
- Two programs were presented to create enthusiasm for the appreciation of the arts. The areas of art and modern dance proved to be educational and entertaining for the students and faculty.
- Meetings were scheduled for Juniors and Seniors during the 7th period of the school day. Seniors met on the second, third and fourth weeks of each month, and the Juniors met on the first and fourth weeks of each month. Emphasis was placed on the areas of The Working World, Finding and Keeping a Job, The Job Application, The Job Interview, and Your Paycheck.
- Tenth grade students with mild to moderate hearing loss were grouped into one class for the "hard of hearing." This group of students is functionally defined as having a hearing loss as such that with the benefit of amplification they are able to hear and understand some speech.
- A resource teacher was provided to give extra assistance in reading and language to slower 10th and 11th grade students. All students were required to take three years of reading as a subject course.



- Four students in Thackston Hall participated in a Developmental Therapy Program for two hours a day, four days a week. Developmental Therapy objectives centering around social-emotional milestones from birth through age sixteen were the heart of the program. Great strides were made with the students and this program will be continued in 83-84.
- A comprehensive evaluation of manual communication skills was given to staff holding positions for which these skills were judged essential for job performance. These evaluations took place prior to the individuals performance evaluation and will be reflected on the communication portion of the personnel evaluation form. Ninety-one staff members were required to have proficiency in the use of Signed English. Sixty-seven of those tested received a satisfactory rating on the evaluation.
- Signed English instruction took place for students grade 9 through 12. These classes were conducted during the 7th period.

#### *Curriculum:*

- Purchase and introduction of Poly-Fonator for the teaching of speech in Thackston Hall.
- Full-time Language Lab Coordinator in Thackston Hall.
- Purchase of four Apple Computers via chapters I and II of Title 4B, Federal grants for reading and mathematics in high school programs.
- Summer Curriculum Workshop writing Levels I and II linguistic reading stories on Career Education/Survival Skills Concepts for general tract students.
- Dr. Pat Looney-Connard from Ohio State University held in-service on reading and language for the staff.

### SCHOOL FOR THE MULTI-HANDICAPPED

The Multi-Handicapped School has been involved this year in some major changes in the types of students being served. Profoundly mentally retarded students are no longer eligible for placement in the Multi-Handicapped School. This is in keeping with our continuing effort to provide programs for those students who have the potential to achieve independent or semi-independent status upon completing the program.

### MULTI-HANDICAPPED EDUCATION DEPARTMENT

#### *Purpose:*

The education department of the Multi-Handicapped School has as a primary goal the education and training of students with more than one handicap. The focus of training is geared toward vocational and independent living skills with self-sufficiency as the objective.

### *Operations:*

- The school year ended with an enrollment of 131 students.
- Fifty-nine members of the educational staff served the multi-handicapped population.
- Among services offered to students of the Multi-Handicapped School were academics, pre-vocational and vocational training, activities of daily living (home living), speech therapy, physical therapy, music education, adaptive physical education and language resource.
- One student teacher and a number of practicum students participated in the program.
- The position of Curriculum Coordinator was established.
- An additional staff member was added to the pre-vocational program.

### *Accomplishments:*

- A study was conducted to review instructional materials and curriculum being used in all educational programs of the school.
- A Professional Staff Development Committee was established to plan in-service programs for the staff. In-service programs for 1982-83 included seven (7) special workshops or speakers and ten (10) professional films covering various areas of exceptionality.
- The groundwork was laid for a curriculum laboratory/resource center to be housed in Herbert Center.
- A project was begun aimed at studying the feasibility of applying computer technology to instructional and administrative programs in the Multi-Handicapped School.
- Approximately 90 students were served through the music program.
- Two musical Christmas programs were presented.
- Fifty students were formally served through the language resource room.
- Forty-one students were served through the language resource room on an informal basis.
- The Homeliving Program served forty-one (41) students ages 13 through 20.
- Twelve (12) students participated in the new live-in program of the Homeliving Program designed to prepare students to live in a community residence or independently based upon student ability.
- Approximately sixty (60) students were served in the Pre-vocational Program including six (6) students from the Blind School.
- An extended workshop (2½ hours) was provided for older students on Fridays in order to get a more realistic view of work tolerance.
- Three (3) staff members presented at the State Council for Exceptional Children Convention at Hilton Head Island.



- A number of staff members presented at workshops and in-service programs both on campus and off.
- Many field trips and special activities were provided for students.

## MULTI-HANDICAPPED CHILD CARE DEPARTMENT

### *Purpose:*

The child care department serves as a second home for students attending the Multi-Handicapped School who, because of geographic distance or special needs, cannot live at home and profit from our educational programs. The responsibility of this department is to provide a relaxed and loving atmosphere for residential students while maintaining programs consistent with identified student needs.

### *Operations:*

- The needs of our residential students were served by forty-one (41) staff members.
- Students participated in recreational activities, activities of daily living and other activities designed to complement and supplement programs offered through the education department.

### *Accomplishments:*

- Students participated in field trips to area restaurants, malls and parks as well as athletic events.
- Swimming was made available to the students during the afternoon hours.
- Many students participated in arts and crafts projects.
- Several students were able to go camping and hiking during the year.
- Among activities provided for students during dormitory hours were picnics, parties, feature length movies and opportunities to play video games.

## SCHOOL FOR THE BLIND

### *Purpose:*

The South Carolina School for the Blind is pledged to develop in its students those qualities of body, mind and spirit which will enable them to meet the growing responsibilities of good citizenship in a self-governing society; to develop emotionally secure individuals who will achieve happiness through independence and realization of personal worth; to develop attitudes and interests that will provide religious and moral values in the individual; to assist each student so to develop all his talents that he may not only support himself but contribute to his community, while broad interests and avocational activities enrich his life and help him to understand, work and play cooperatively with others.



### *Philosophy and Objective:*

The staff of the S. C. School for the Blind subscribes to the educational philosophy that every child is entitled to be educated to the full extent of his or her capability. Committed to the principle of education for all, the staff attempts to provide a very special form of education for the children under its responsibility. Blind children with all kinds of exceptionality are to be given an opportunity for training and learning.

The main objective of the S. C. School for the Blind is to provide leadership in the development of specialized forms of comprehensive educational services focused on the needs of all kinds of children with visual handicaps.

This program should be so staffed and equipped that it will serve as a model for the education of visually handicapped children. The School offers opportunities that are not often available in the local school district programs (i.e. specialized instructions in self care, living skills, physical education, homemaking, arts and crafts, orientation and mobility) and a more instructionalized program adjusted for each child in the academic class. An additional advantage is offered through the close personal relationship which develops between teachers and students, made possible through a low teacher-student ratio and the particular interest shown by the staff in all phases of the students' physical, emotional and mental development.

### *Operations:*

The department is coordinated by a principal, 17 classroom teachers, an orientation and mobility instructor, a full-time librarian, two part-time instrumental and vocal instructors, five teacher assistants and one secretary. The preceding numbers are exclusive of physical education and vocational education.

During the 1982-83 school term, the staff provided instructional learning and extra-curricular activities to 82 students residing in South Carolina. These activities included: Language Arts, Mathematics, Social Studies, Natural Science, Health and Safety, Orientation and Mobility, Optacon Training, Reading Enrichment Lab, Fine Arts and Field Trips. The high teacher-pupil ratio provided for individual attention whenever it was needed. The staff of the School for the Blind is skilled in a variety of special methods and has available resources for teaching through a wealth of auditory stimuli, tactual materials, personal contacts, and real life experiences, as well as through books, recordings, and standard classroom procedures.

Much is done to provide the best possible program for each child. Because of the availability of the Psychological Services Department, school counselors, the Audiology Department, speech therapists, behavior management specialists, health and medical care, the S. C. Commission

for the Blind, and other services, adjustments can be made to meet the varying needs of the students.

### *The Year in Review — Highlights of 1982-83*

- Seven seniors and five juniors took the Scholastic Aptitude Tests and all made creditable scores. Scholastic progress in grades two through eleven was measured with Stanford Achievement Tests and teacher evaluations. Practically all students showed appreciable gains, including members of the ungraded classes.
- Seven students received the state high school diploma. Six of these seven have plans to attend college in the fall.
- Several students from USC-Spartanburg were with us this year, involved in independent studies, early field experiences, or participation projects.
- Four days a week the library was open until 8:00 p.m. Afternoon and evening study halls were supervised by the librarian. Students were provided with after-school access to reference materials, as well as professional help with research.
- Each student has the opportunity to acquire an excellent music education. The music program included work in piano and rhythm, chorus, individual voice training, and band instruments. Recitals were presented at Christmas, in the spring, and at graduation exercise. A federated music club was organized, and its members attended civic music concerts at Converse College.
- Field trips were made by all age groups at the school. These educational experiences reinforced classroom learning. Trips were made to Discovery Place Science Museum in Charlotte; Georgia Tech Computer Training Institute for Handicapped Persons in Atlanta; Nature Center Museum in Asheville; Clemson University; King's Mountain Battlefield; local court session, and many others.
- Three students and one teacher made a trip to Washington, D. C., for an intensive one-week study of American Government in the Close Up Program. The same teacher made and presented to the Close Up Foundation a large, three-dimensional model of the central area of Washington, to be used at their office by visually impaired students from all over the nation.
- Students and teachers presented programs for service organizations, churches, and educational groups as an on-going program of education concerning the quality services for the visually impaired at this school.
- Ten students received Optacon training during the school year, and all were successful in reading printed materials at different rates of speed.



- Monetary awards were presented at the annual Awards Day ceremonies to students who demonstrated exceptional efforts in creative writing. These included winners in the Senior Literary Contest and the Junior Literary Contest; the latter competition was begun this year.
- Students from grades five and eight participated in the Awards Writing Program sponsored by the State's Lieutenant-Governor. Awards were presented to winners by Lt.-Gov. Nancy Stevenson at the Spartanburg County Courthouse.
- Federal funds enabled us to continue a reading enrichment laboratory for students reading two grades below grade level. A communications class provided stimulation for students with higher reading ability. Twenty students participated in the program, showing excellent gains in reading comprehension and literary expression.
- Several members of the student body excelled in the competitive sports of football, track and wrestling. One partially-sighted student was on the All-American football team. Three track members participated in the Spartanburg to Charleston Marathon and in the National Blind Olympics held in Missoula, Montana. Other students participated in the local Special Olympics.
- An honor roll was instituted for students making B or above on every subject. Each nine-weeks' grading period showed an increase in achievement, as the two students included during the first nine weeks became 3, 13, and 14 in successive periods.
- Many students were involved in the campus work program. They gained experience in areas of basic tasks such as assembling, sorting, and packaging; as well as being employed in actual work situations on the campus.
- A family learning weekend, instituted this year, gave present and prospective students and their families an opportunity to spend a weekend together on the campus, in order to become better acquainted with the program here. This will be continued annually. Of the 30 families whose children are in the elementary department, 28 were represented during the weekend. Also attending were public school educators, administrators, and other personnel from the field of visual impairment.
- An Independent Living Skills program was established to coordinate all activities of the school related to learning the skills of independent living, with input from many staff members. With teacher supervision, students repaired and painted the house, and gathered furnishings for it. The purpose of this program is to prepare the student to be an active and contributing member of society. They learn household skills, personal hygiene, etiquette and manners, money management, and effective use of leisure time.

- This year we have initiated a public relations outreach program. Members of the Blind School staff were available to visit the homes of prospective students as well as students currently enrolled, and to exchange information and visits with other agencies in order to widen the scope and increase the quality of our service to visually impaired persons.
- Inclusion of our school in the ETV film, "The Cedar Spring Story," provided information about our program to people all over the state.
- A script for a film about the Blind Department alone was prepared in June, 1983. Actual filming will be completed during the 1983-84 school year.
- Teachers were able to earn re-certification credit through their participation in various classes taught on this campus. Workshops and in-service programs enabled them to stay current with changes in the education of the visually impaired. These were offered:
  - Reorganization of Blind School
  - Rewriting Educational Materials for Lower-Functioning Students
  - Assertive Discipline
  - Prevention of Child Abuse
  - Usher's Syndrome
  - Teaching Science for the Handicapped
  - Genetic Implications regarding the Visually Impaired (3 sessions by Dr. Marvin Efron, including genetic counseling, educational implications, and teaching strategies)
- During the school year, staff members and teachers attended various national, regional and local in-service meetings and workshops. A highlight was the presentation of "Teaching Science to the Visually Handicapped" by three of our staff members at the annual Council for Exceptional Children Convention in Hilton Head, S. C.
- Work continued on the updating of the school's curriculum. Teachers worked in the areas of the values curriculum, science as related to vocational training, and independent living.

#### DIVISION OF EDUCATIONAL SUPPORT SERVICES

This Division is administered by the Director whose responsibilities include all instructional support programs in the Blind School, the Deaf School and the Multi-Handicapped School. Three major departments in Educational Support Services are the Child Care and Daily Living Skills Departments, the Vocational Department and the Physical Education



Department. The Community Education Department with offices in Spartanburg and Charleston serves the adult handicapped population. This department also extends support and assistance to the handicapped community education program in Richland District One, Columbia. Other departments in the Division include Psychological Services Department, Speech and Hearing Department, Media Department, Health Services Department and Social Services Department. Information describing purpose, operations and program accomplishments of each of these areas is presented below.

#### CHILD CARE DEPARTMENT

##### *Purpose:*

Because a child's educational process is not limited to seven periods of classroom training each day, it is the responsibility of the Child Care Department to provide social and educational activities that help develop the total child.

The S.C.S.D.B. Child Care Department is responsible for promoting proper attitudes and skills in the development of living skills, work habits, manners, grooming/hygiene, peer interaction and discipline. Students are supervised by a staff of child care workers (youth counselors) and dorm directors.

Residential students are housed in dormitories and grouped according to age and sex. Five dormitories house a population of 200 deaf students and approximately 70 blind students. The program attempts to create an environment that is as home like as possible. The dorms are comfortable and modestly decorated. Middle and high school level students are responsible for cleaning, decorating and the general care of immediate dormitory areas.

The Child Care Department's philosophy is to prepare students who go through S.C.S.D.B. program for the every day responsibility of money management, social interaction, pride in accomplishment, good interpersonal skills and self worth.

##### *Program Operations:*

Child Care operated with a total of 44 employees — 30 youth counselors and five dorm directors who were responsible for safety and security, counseling and overall supervision of residential students. The After-School Daily Living Skills Program, which consisted of eight individuals, including the assistant dean, provided numerous after-school programs, i.e. educational field trips, recreational activities, both on and off campus and a developmental arts and crafts program. (See separate section "Daily Living Skills Program.")

### *Program Accomplishments:*

- In-Service Training for youth counselors and dorm directors in the area of assertive discipline. A two day workshop was conducted at the beginning of the school year which better prepared youth counselors and dorm directors to supervise and monitor any disruptive behavior.
- Total Communication (sign language) was made available on a weekly basis for youth counselors and dorm directors. These in-service classes were to assist dorm workers in developing better manual communication skills to use with deaf students.
- Assisted in developing a work student program. Students received a small stipend to work in the dorms assisting youth counselors with supervising students and preparing them for school. The program's overall effect was very positive.
- Henderson Hall Dorm, which housed older blind students, was closed in order to ready it for renovation and to realize short term financial saving on fuel and maintenance.
- Draperies were purchased for Robertson Hall.
- Playground equipment, games and toys were purchased for elementary school age deaf and blind students at Thackston Hall and Henderson Hall.
- Furniture was purchased for the T.V. rooms and lobby areas for three dormitories.
- Decorative furnishings were purchased for all dorms, i.e. lamps, pictures, mirrors, bedspreads.
- Supervised study halls, with designated study times, were established to insure better study habits.

### **DAILY LIVING SKILLS PROGRAM**

#### *Purpose:*

The overall purpose of the Daily Living Skills Program (DLS) is to provide comprehensive after-school programming for residential students at the South Carolina School for the Deaf and Blind.

The major functions of DLS are as follows:

To enhance each residential student's competencies in basic social and self-help skills.

To provide activities and instructions which teach students how to use their leisure time both effectively and productively.

To provide basic skills and conceptual understanding of various recreational activities through intramurals, aerobics, weight-lifting, etc.

To create awareness and understanding in the area of arts and crafts and various techniques and mediums used in these activities.

To serve as a support system relative to the educational program.



To offer similar learning situations and experiences the residential student might experience while at home.

To increase each student's understanding of health, safety and first aid practices and their appropriate use thereof.

#### *Operations:*

The DLS Program is comprised of the Assistant Dean of Students, two teachers, and five assistant teachers. Areas of responsibility include recreation and arts and crafts.

The Arts and Crafts program offered activities in art (e.g. form, color, space, texture and how they are applied to materials), crafts (e.g. cross-stitch, jewelry, crocheting, etc.) field trips to cultural events and activities emphasizing art techniques at S.C.S.D.B.

The Recreation program offered activities in football, basketball, softball, swimming, bowling, indoor soccer, volleyball, Tee-ball, weight-lifting, roller-skating and field trips to sporting events.

#### *Program Accomplishments:*

- The Arts and Crafts program sponsored two art shows and exhibited the works at S.C.S.D.B.
- The Drama Club conducted two skit nights on campus and performed at Converse College during Deaf Awareness Week.
- The Recreation program sponsored three intramural activities: powderpuff football, volleyball and softball.
- A Volunteer program in conjunction with Spartanburg Methodist College (S.M.C.) was solicited. The S.M.C. students served as tutors, friends and big brothers or big sisters to the S.C.S.D.B. students.
- The Boy Scout Troop, DLS and S.M.C. held a Halloween Carnival on campus.
- The Arts and Crafts Department was responsible for arranging various workshops in conjunction with the Arts Truck from the Arts Center in Spartanburg. Some of the workshops included silk-screening, encostic printing, demonstrations in clay and watercolors.
- The Arts and Crafts Department wrote the Spartanburg County Foundation requesting grant money and received funding for kiln and potter's wheel which initiated the Ceramics program.
- The Recreation program initiated and organized a soccer team for elementary students who competed in the YMCA league.
- The Recreation program diversified its offerings to students by providing such activities as clogging, aerobics, swimming lessons for lifeguard certification and guitar lessons.
- The Educational Games Room was established this year offering a variety of board games, electronic hand games and an Atari video unit.

- The DLS staff organized and conducted one of the best homecoming weeks in many years. In preparation for the big Homecoming Weekend, we featured a skit night, Homecoming Parade, bonfire, pep rally, a marching band and a Homecoming Dance.
- The Arts and Crafts staff organized field trips for our younger students to see two plays performed by the Spartanburg Youth Theatre.
- DLS organized voluntary worship services on a monthly basis for students who wished to attend.
- DLS organized monthly field trips to the Warehouse for students displaying interest. The Warehouse is a disco and video-games recreation center for teens in Spartanburg.
- DLS sponsored the "Deputy Dog and Whirley Bird" program presented by the Spartanburg Sheriff's Department.
- For those Bluegrass enthusiasts, the Arts and Crafts staff organized an outing to see the Osbourne Brothers at Converse College.
- DLS organized a beautiful service which incorporated student participation for the Christmas Season.
- The Arts and Crafts staff organized a field trip for students to see *The Nutcracker* at Spartanburg Memorial Auditorium.
- The Arts and Crafts staff initiated regular visits by naturalist John Green from the Spartanburg Nature Center. These presentations incorporated various reptiles, snakes, skulls and mammals.
- The DLS sponsored a paper airplane contest for students. The Arts and Crafts staff assisted in the construction of the airplanes, and the Recreation staff conducted the contest.
- The Recreation staff organized a no smoking program called "Smokin' Sam." This is a community sponsored program which employs the use of "dummies" to teach the ill effects of smoking.
- The Recreation staff organized a "Black Talent Expo" which utilized black community groups, dance troupe and individuals in observance of Black History Month.
- The Recreation staff organized a Black History Program which featured singing and Mr. L. R. Byrd who is affiliated with Operation P.U.S.H. in Greenville, S. C.
- The Recreation staff organized transportation and supervision of a field trip to hear Martin Luther King, III address the student body of Spartanburg Methodist College.
- DLS organized and sponsored a field trip to Laurens, S. C. for the Junior Federation of the Blind. They participated in a Valentine's Day Party with the Federation Chapter of Laurens.
- DLS organized a program called "Operation Get Smart" presented by Ken Laws which informs students of the negative effects of drugs, alcohol and crime.



- DLS sponsored a "Hot Air Balloon Show" and picnic at S.C.S.D.B.
- The Recreation staff invited as our guests "The Yellow Pages" to perform for our student body. They are a performing group of students from Spartanburg Methodist College who sign and dance each song.
- The Recreation staff organized a Values Program featuring Mr. Willie Scott as guest speaker. Mr. Scott plays tight-end for the Kansas City Chiefs football team.
- The Recreation staff assisted in the production of the play "Down By The Creek Bank" for the younger deaf and blind students.
- The DLS staff helped to organize and transport the entire school population to Duncan Baseball Park in Spartanburg, S. C. The students had an opportunity to watch the staff play and then catch a semi-professional baseball game afterwards.
- Numerous sessions of educational benefits to our students were conducted by various organizations and state agencies: the Red Cross, the Spartanburg Police Department, the Department of Health, the Arts Center, etc.
- The DLS staff was directly or individually responsible for more than 40 field trips and 61 activities, events or programs here at S.C.S.D.B.

#### VOCATIONAL DEPARTMENT

##### *Purpose:*

The purpose of the Vocational Department is to provide guidance, development and training opportunities for students so that they may become productive and self-sufficient members of society to the fullest extent possible.

##### *Operations:*

During the 1982-83 school year, the Vocational Department consisted of one principal, one program specialist, fifteen teachers, two teacher associates and three teacher assistants. Of this staff, seven were certified at the Masters degree level, two were certified at the Bachelor plus eighteen hours level and four were certified at the Bachelor's level. The staff included three blind teachers, two deaf teachers, one deaf teacher aide and five minority teachers.

Services were provided to 163 deaf students, 50 blind students and 14 multi-handicapped students. Vocational offerings included Office Occupations, Computer Science, Graphic Communications, Building Trades, Health Occupations, Piano Tuning, Food Service, Cabinetmaking and a variety of specialized developmental programs.

Of the 24 graduating deaf and blind students, 18 received vocational certificates for completing a prescribed occupational training program. Seven students received certificates in Office Occupations, two received

certificates in Graphic Communications, six received certificates in Cabinetmaking, three received certificates in Health Occupations and one received a certificate in Piano Tuning.

*Program Accomplishments:*

- 1982-83 was the first year in recent history that a campus-wide student work program was implemented. Under the direction of the Vocational Program Specialist, 57 deaf, 23 blind and 5 multi-handicapped students participated in productive, paid work activity on campus. Funds for this program were generated through the student maintenance fee. The total cost for the program during this school year was \$6,400.00. Plans are being made to expand this program to include non-reimbursed work and younger students.
- The Intermediate Program for multi-handicapped and blind students was begun in the Fall. Developmental in nature, the program was designed to bridge the gap between the multi-handicapped pre-vocational program and programs that offer specific job training. There were 16 blind and 14 multi-handicapped students involved in this program during the year.
- The Vocational Department took over the operation of all soft drink machines and snack machines on campus. Also, a small canteen for students was opened by students in the Intermediate Program. Profits in excess of \$3,000.00 were put back into the vocational programming.
- The Vocational Principal completed certification requirements in the Assessment of Performance in Teaching program. This assessment is to be required of all new teachers beginning with the 1983-84 school year.
- The Vocational Principal served on the Board of the Spartanburg-Cherokee County Vocational Consortium for Handicapped Students.
- Two point four million dollars (\$2.4 million) was appropriated by the State of South Carolina for the expansion and upgrading of the School's vocational programs. A planning committee consisting of the School's President, the Director of Educational Support Services, the Vocational Principal, the Vocational Program Specialist, the Project Supervisor of the Commission for the Blind, the Project Supervisor of the Department of Vocational Rehabilitation and the State Supervisor of Vocational Rehabilitation Programs for the Deaf met on a monthly basis to plan the expansion of vocational programs and facilities. This committee consulted with many of the school's staff and alumni, with representatives of the State Educational agency and several local educational agencies, with various schools



and agencies from out-of-state and with many local businesses and industries as part of the planning process.

- The architectural firm of Westmoreland, McGharity and Pitts was selected in June to design and oversee the vocational construction and remodeling project. We are anticipating the construction to start in the early Fall of 1983 and be completed during the summer of 1984. There will be built a new facility of approximately 15,000 square feet and renovations will be done in six existing buildings. Along with upgraded existing programs, we will implement new programs in Food Service, Industrial Sewing, Groundskeeping, Auto Services and Independent Living Skills at the start of the 1984-85 school year.

## DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

### *Purpose:*

The Physical Education program has a developmentally oriented motor skills curriculum. The program is designed to provide the learners with a broad-based experimental background in a wide variety of movement activities. These activities include basic perceptual and motor skills, fundamental and body management skills, physical fitness, social skills, individual and team sports and life-time leisure skills. The Department has been conscientiously striving to implement philosophically and practically the legislative mandates of Title IX and P.L. 94-142.

The Physical Education Department serves the Deaf School, the Blind School and the Multi-Handicapped School.

### *Operations:*

The Department consists of a staff of one principal, eleven teachers, two teacher assistants and one secretary. The total number of students being served was 360. The physical facilities include one athletic field, three gymnasiums, two multi-purpose rooms, a swimming pool, a weight training room and two bowling alleys.

The Athletic Department is designed to provide interscholastic competition to those individuals who have demonstrated superior athletic abilities. The School is a member of the South Carolina High School League and participated in Conference 1A. In addition, the School is a member of the Mason-Dixon Basketball Association and the United States Association of Blind Athletes.

The Athletic Program sponsors both a wide variety of sports and a number of teams in the sports. The Department also supports the Special Olympics Programs.

### *Program Accomplishments:*

- We sponsored the second Annual Turkey Trot. This was an all-school road race. Approximately 150 students and staff competed.
- In conjunction with the Breakfast Optimist Club and the Spartanburg City Police, we conducted the Annual Bicycle Safety Rodeo for elementary-age students.
- We directed two summer recreation programs for handicapped children; one in Spartanburg and one in Rock Hill.
- We directed the planning and participated in a parent on-campus learning weekend program.
- The Cross Country Team (5 boys and 3 girls) ran from Spartanburg to Charleston for publicity and fund raising.
- The Department hosted the 1st Annual Mason-Dixon Wrestling Tournament. There were seven deaf schools competing. Our team placed third.
- Mr. Chuck White and Mr. Mike Hollifield were chosen to go to the World Goal Ball Competition at Butler University in Indianapolis, Indiana. Mr. White was an official and Mr. Hollifield was the coach for the U.S. Women's Team, which won the World Championship.
- We hosted the 3rd Annual Po-Hi (Physical and Other Health Impairments) All-Sports Day for the Charles Lea Center.
- Ninety students participated in the District Special Olympics Meet and six students competed in the State Special Olympics Meet in Columbia.
- Mr. Wayne Beard was named District II Officials Coach of the Year and National Prep Coach of the Year.
- We had ten Deaf All-Americans; five in football, two in wrestling, one in girls' basketball and one in girls' track.
- Local, district and in-state honors in football, basketball, wrestling and track were received by six students.

### COMMUNITY EDUCATION

#### *Purpose:*

The Office of Community Education provides continuing education opportunities for deaf and blind adults throughout the state of South Carolina and assists agencies, institutions, organizations, professional associations, business and industry in making their programs and services accessible to the deaf and the blind adults of the state.

#### *Operations:*

The Office of Community Education has been in existence since August 24, 1977. Statewide services are provided through the aid of a part-time coordinator in Charleston and a coordinator in Columbia in the Richland County District One Community Education program. The staff



at Cedar Spring consists of a director, a part-time coordinator and a secretary.

On August 15, 1983, the Charleston coordinator's position will change from part-time to full time. An agreement has been made between the Charleston County School Board and SCSDB to provide Community Education services to the sensory impaired populations of Charleston County.

The Charleston Consultant for Community Education will provide the day to day supervision of the program and SCSDB will provide the funding and technical assistance.

#### *Program Accomplishments:*

##### *A. Spartanburg Office:*

- Forty-three (43) classes and workshops were conducted on the campus of the South Carolina School for the Deaf and the Blind with five hundred six (506) participants.
- Conducted a one week summer day camp for children ages five through twelve living in the Spartanburg area. There were twenty-three (23) campers, of which four (4) were handicapped. Volunteers served as counselors, lifeguards and bus drivers.
- Performed a needs assessment of the deaf community in the Spartanburg area and surrounding counties to assist in program planning for the next year.
- Served as interpreter referral center providing services for approximately one hundred (100) requests.
- Assisted surrounding school districts in their efforts to provide services to their deaf students and parents.
- Paid one-half of interpreter's fee to enable a deaf student to attend the Governor's School for the Arts at Furman University.
- Director attended National Community Education Conference for persons working with deaf people at Gallaudet College.
- Served as a relay center for telephone messages to and from deaf persons. A total of six hundred eighty-eight (688) calls were handled.
- Assisted the S. C. Association of the Deaf in their efforts to secure funding for a Home Office.
- Initiated and coordinated activities for Deaf Awareness Week which included public service announcements on radio and T.V., skits, newspaper articles and a display of materials and equipment at a local shopping mall.
- Made approximately fifty (50) presentations to schools, civic clubs and other organizations.
- Secured a TTY for Mary Black Hospital from a local woman's club.
- Director and coordinator attended the Mid-Atlantic Consortium Community Education Institute in Charleston.

- Cooperated with the Governor's office in preparation of printed materials on crime prevention for deaf persons.
- Director served on State Department of Education Task Force Sign Standardization Committee.
- Director represented SCSDB on the planning committee for the Southeast Regional Institute on Deafness to be held in Charleston in October, 1983.
- Taught sign language class to personnel in Parks and Recreation Department.
- Initiated and coordinated an in-service training program on Usher's Syndrome for faculty and staff at SCSDB.
- Assisted in planning and implementation of Parent Learning Weekend.
- Contacted county sheriff's department to plan in-service training for employees of the department. Coordinated a meeting between deaf adults from the local area and the public relations officer from sheriff's department.
- Through a cooperative arrangement with the local YMCA and the Vocational High School, advertised their programs in the Community Education brochures designed and published through our office.
- Director attended a regional Community Education Conference for schools for the deaf sponsored by the School of the Future Project in Athens, Georgia.

B. Charleston Office:

- Designed, published and distributed four (4) issues of *The Signboard*, the Community Education newsletter to a mailing list of three hundred (300).
- Four (4) workshops were presented for the deaf community.
  - a. "Getting Ahead In Your Job"
  - b. "Planning Your Retirement"
  - c. "For Men Only"
  - d. "The Library Has All the Answers"
- Special services-Coordinator assisted the Charleston County Library in their efforts to serve the deaf.
- Assisted the Charleston Council for the Deaf with their annual fund-raising gift wrap project.
- Initiated and coordinated an interpreted performance of "The Miracle Worker" at the Dock Street Theatre. Arranged funding through the Charleston Council for the Deaf, the Low Country Chapter of SCAD and Community Education.
- Coordinated the annual chartered bus trip to Carowinds for Deaf Awareness Day.



- Coordinated city-wide activities For Deaf Awareness Week which included: newspaper and radio coverage; a T.V. program focusing on deafness; an interpreted workshop; two performances by the dramatic signing group, "Special Delivery"; and a special library display at the main Charleston County Library.
- Served as a board member of the Charleston Council for the Deaf.
- Was recipient of the 1983 Community Service Award presented by the Low Country Chapter of SCAD.

#### C. Columbia Office:

- Mr. Larry Calhoun was given the responsibility for serving the sensory impaired in the Columbia area in addition to his regular duties as a Community Education Coordinator for Richland School District One. He participated in the intern program at Gallaudet College in the fall of 1982. The Office of Community Education at SCADB provided the technical assistance for the program and Richland District One provided the funding.
- Social given for deaf and blind persons to introduce the new coordinator and explain the program.
- Three (3) sign language courses were taught with an enrollment of seventy-three (73).

#### PSYCHOLOGICAL SERVICES DEPARTMENT

##### *Purpose:*

The Psychological Services Department provides a variety of psychological services to students in the Deaf, Blind and Multi-Handicapped Schools. The psychology staff also acts as consultants to the staff at the South Carolina School for the Deaf and the Blind regarding educational, emotional, disciplinary and family issues involving students on campus. The fundamental role of Psychological Services is to join with others in realizing effective strategies for helping students grow in healthy and productive ways.

##### *Operations:*

The department consists of a Director, one Psychologist, one part-time Psychologist who is contracted to do assessments, two Counselors, one Behavior Management Specialist and a Secretary.

The Psychological Services Department serves the Deaf, Blind and Multi-Handicapped Schools, including both academic and residential domains. The two primary functions of the department are Assessment and Prescriptive Services and Counselor/Behavior Management Services. The purpose and scope of each function is summarized below.

*Counseling-Behavior Management* focuses on personal and inter-personal problems of students and on cases of maladaptive student

behavior. The goal for this aspect of the department is to create a more positive atmosphere for the South Carolina School for the Deaf and the Blind students. Behavior programs were written for some students, and other cases were resolved through staff consultation. Counseling was done in group and individual sessions, with both formal and informal methods for building relationships with students and by providing support to staff involved.

*The Assessment and Prescriptive Service* primarily is the responsibility of the two School Psychologists. To carry out this service, a model of psycho-educational assessment has been developed which is conceived in the spirit of appropriate individualization of educational services set forth by P.L. 94-142. The components include: (1) pre-assessment conference and observation with referring person(s) and student to gather educationally relevant information concerning the referred student, (2) a psycho-educational assessment of the student, the nature of which is guided by the background information gathered in step (1) and not just by State requirements, (3) a post-assessment conference with the referring person(s) to generate specific and detailed instructional curricular and management implications out of assessment findings.

#### *Program Accomplishments:*

- One Counselor served as a consultant to classroom teachers teaching the Human Growth and Development Curriculum.
- One Counselor attended 40 hours of training on weekends in preparation for implementing an alcohol and drug abuse prevention program for next academic year.
- The Behavior Management Teacher in-serviced and supervised three college students doing psychological internships for one semester.
- Behavior Management sponsored and taught a positive self concept class for 10 weeks.
- Behavior Management provided formal staff development training for Multi-Handicapped School Youth Counselors.
- A total of 191 referrals were received during the school year, with some students being referred more than once from different areas of the School.

A breakdown of the interventions is as follows:



<i>Consultations</i>		<i>Counseling</i>		<i>Behavior Management Program</i>	<i>Learning Analysis Center</i>
Behavior					
Management	49	Individual	72	23	8
Counseling	44	Group	9		

Of this total, 108 came from the Deaf School, 54 from the Multi-Handicapped School and 29 from the Blind School.

- For school year 1982-83, 182 psycho-educational assessments were completed.

The following is a breakdown of this total:

<i>Deaf School</i>		<i>Blind School</i>	
Applicants	17	Applicants	10
School Referrals	<u>71</u>	School Referrals	<u>25</u>
Total	88	Total	35

<i>Multi-Handicapped School</i>		<i>Outside Evaluations</i>	
Applicants	29	Total	1
School Referrals	<u>30</u>		
Total	59		

- In addition to the two primary functions of Assessment and prescriptive Services and Counseling/Behavior Management Services, staff members in the Psychological Services Department have organized and participated in many other activities. The Human Growth and Development curriculum involved teachers and students in the Deaf School and Psychological Services. The Psychology Department did in-services in Stress Management and Prevention of Child Abuse Policy. Members of the department assisted in coaching of basketball and track. Psychology staff attempted to increase contact with families of the South Carolina School for the Deaf and the Blind students through phone calls, letters, visits and meetings and designed and implemented a Home Visiting Program for the month of June 1983.
- A program to serve emotionally disturbed deaf students was continued this year, in the form of a highly structured therapeutic classroom, employing a model called Developmental Therapy, which was developed at the Rutland Center in Athens, Georgia. The School Psychologist served as the Lead Teacher in this; planning, preparing and executing specific activities for the two hour class sessions held four times weekly. She was assisted by an aide. Measurable improvement in the participating students' behavior was documented and the program will be continued and expanded in 1983-84.

## DEPARTMENT OF SPEECH AND HEARING SERVICES

### *Purpose:*

A basic need in any good educational program serving deaf children is the provision of accurate and ongoing assessment of hearing and also provision of speech therapy in the classroom. These services are also important components of the blind and multi-handicapped programs.

The Department of Speech and Hearing Services is responsible for providing speech and/or language therapy for those students in the Deaf, Blind and Multi-Handicapped Schools who exhibit significant speech and/or language deficiencies. It is also responsible for periodic audiological assessment of all students and for hearing aid evaluations and fittings as necessary. Routine hearing aid maintenance and repair services are also provided, as well as diagnostic evaluation of all applicants to the School.

### *Operations:*

The Department is comprised of four speech pathologists and one audiologist. Based on diagnostic testing and teacher priorities, students are seen for speech and/or language therapy on an individual or small group basis for two half-hour sessions per week. Major emphasis in therapy is given to the development of language concepts and skills in conjunction with the acquisition, development and improvement of speech. All students are seen routinely every three years for a hearing retest. However, students who have a history of middle ear infections, a suspected progressive hearing loss, inaccurate audiological test data or who are referred by teachers, parents or other agencies are seen as necessary. Hearing aid evaluations are performed as needed and recommendations as to appropriate amplification are made to supporting agencies or parents. Hearing aid repair services are provided and batteries dispensed as necessary. The entire Speech and Hearing staff is available for consultation with parents, administrators and teachers to offer suggestions for program planning for individual students.

### *Program Accomplishments:*

- Sixty-eight students who had not been previously enrolled in therapy were seen for speech and language screening.
- One hundred and seventy-one students were seen for speech and/or language therapy.
- Sixty-nine IEP conferences were attended; IEP statements were prepared for all students enrolled in therapy.
- One hundred and twelve students were seen for hearing retests.
- Forty-three students were seen for hearing aid evaluations.
- Thirty-five students were fitted with new hearing aids.
- Fifty applicants to the School received complete audiological evaluations; staffings were attended on all applicants.



- Ninety-two earmold impressions were made.
- Batteries were dispensed throughout the school year as necessary; a supply of summer batteries was distributed to those students eligible for batteries from the Department of Social Services and/or Crippled Children's Services.
- Two major pieces of equipment were acquired, a Poly-fonator for use with hearing impaired students, and a Handi-Voice for use with communicatively impaired multi-handicapped students.
- A booklet entitled "Hearing Aids: A Guide for Parents" was written and distributed to parents of students who have personal amplification.
- Speech therapy progress reports were written at nine week intervals and distributed to parents of those students enrolled in therapy.
- Two programs were presented to local colleges, and three presentations were made to local civic organizations.

## MEDIA CENTER

### *Purpose:*

The Media Center serves all departments and programs on the SCSDB campus providing, as a support service, audio, visual and tactile materials and equipment. The Media Center acts as a clearinghouse for media methods and monitors new techniques and materials for implementation where applicable.

### *Operations:*

The Media Center is supervised by the Media Specialist and operates with the assistance of one (1) Audio Visual Technician. Services include:

Video taping and decoding off air, both instructional and commercial channels, for use by classes, workshops and for use on transportation video systems.

Video taping, live, special events and sign language evaluation tapes.

Minor equipment repair and preventive maintenance.

Design and production of:

supplementary educational materials,

bulletin boards,

displays,

adaptive devices.

Development of promotional materials including multi-media presentations.

Photography.

Materials/methods research and information distribution.

Scheduling and maintaining viewing and production areas for students, teachers, staff.

Composition and distribution of monthly media newsletter.

Distribution Center for Captioned Films for the Deaf for SCSDB as well as programs for the hearing impaired throughout the State of South Carolina and surrounding states in the Southeast. (Region 3, Depository #13 under contract with Special Materials Project and in compliance with Public Law 85-905.)

*Program Accomplishments:*

- During the Spring of 1982, the Media Staff surveyed needs of teachers in all areas for input for materials needs for the establishment of a "Hands-On" library in the Media Center. This library was opened in the Fall, 1982 and includes materials from survey findings as well as materials produced by the Media Staff. The library contains materials teachers use in units but which they do not need to keep in their rooms at all times.
- The Media Staff completed 204 production units.
- The Media Center continues to serve as the South Carolina depository for Captioned Films for the Deaf. This year, for the report period beginning July 1, 1982, and ending May 27, 1983, the staff booked and distributed 833 films for use on campus and 549 films were booked and mailed to other schools. In conjunction with the Filmshare project, the Media Center is now part of a national inventory booking system known as BICS which began April 1, 1983. In addition, 182 classes scheduled time in the Media Center to view or participate in film related activities.
- Nine monthly issues of the "Media Monitor" were written and produced. This in-house publication contains media news, new film arrivals, sources for free materials and information as well as features for the month's activities.
- The Media Staff made 144 in-house repairs, lamp and parts replacements on media hardware. The Media Staff cleaned and repaired more than 500 pieces of media hardware during the Summer of 1982. During the Spring 1983, the Media Staff took physical inventory in compliance with the overall school master inventory policy.
- The Media Center hosted thirty programs and/or special evening classes and conducted eleven tours of the center for different outside groups.
- The Media Center produced and/or duplicated 278 audio tapes for classroom use or special programs.
- Six hundred and seventy-three classes viewed video tapes in the Media Center.
- Staff Development Workshops were presented for Youth Counselors and Daily Living Skills Staff during the 1982-83 term. Materials



outlining Media services and suggestions for Media involvement in after-school programs were presented.

- Media Specialist attended word processing workshop at Daniel Morgan Vocational School sponsored by Lanier Business and Education Machines.
- Completed and submitted Captioned Films for the Deaf report to Special Materials Project. Service reimbursement to SCSDB for the period beginning April 1, 1982, and ending September 30, 1982, totaled \$594.38. The report for the period beginning October 1, 1982, and ending March 31, 1983, reflected a total reimbursement of \$917.44 for a yearly total of \$1,511.82.
- The Media Specialist worked with campus staff from all departments and with the crew from W.N.S.C. TV (Rock Hill) scheduling and coordinating video taping sessions for "The Cedar Spring Story", a 28 minute documentary about the programs and services at SCSDB. This project included working on script writing and editing more than 15 hours of tape to obtain finished product. This program aired state-wide April 14, 1983, at 8:30 p.m. over ETV channels and brought very positive response to our total school. The 28 minute production is the result of three and one half months of work.
- Presented three workshops for Converse College student teachers on (1) instructional materials and (2) effective use of media hardware and (3) "what to do when the lights go on" related to post film activities and reinforcement.
- Audio Visual Technician video taped ballet production presented for students by Spartanburg Ballet Guild; Christmas program presented by Blind School; sign language test for Communication Specialist; sign language staff evaluations; Thackston Hall programs, "Mother Goose" program, Mock Wedding and May Day program.
- Supplied instructional and entertainment video tapes for student viewing on busses. A minimum of five hours viewing time weekly for each of the ten video equipped busses.
- Conducted script writing workshop for Support Services staff. This workshop is an introduction to the second series of departmental video tapes to be produced Summer and Fall 1983. Supplied hardware, software and displays for Secondary School Principals' meeting at Hilton Head.
- Participated in the Student Work Program and trained four students for jobs in Media Center. Continued training student volunteers for media assistants in the classroom.
- The Media Specialist attended "Student-Use Media for Severely Handicapped Learners Symposium" sponsored by the Instructional Media Production Project for Severely Handicapped Students, U. S. Department of Education, Georgia Peabody College of Vanderbilt University in Nashville, Tennessee.

## HEALTH CENTER

### *Purpose:*

The Health Center staff is responsible for the preventative, routine and comprehensive medical care for all deaf, blind and multi-handicapped students. This is accomplished through continued communication with parents, family physicians and other interdisciplinary agencies.

### *Operations:*

The Health Center staff is comprised of a Medical Director, Nursing Supervisor, Pediatric Nurse Practitioner, one Registered Nurse, four Licensed Practical Nurses and a part-time dentist. A full time Registered Physical Therapist also works under the supervision of the Medical Director. Service is provided on a twenty-four hour basis, with nursing personnel staffing a twenty-two bed infirmary and a satellite unit at the Multi-Handicapped facility.

### *Program Accomplishments:*

- There were 9,675 outpatient visits for routine medical care.
- Three hundred and seventy students were examined by the school dentist and appropriate treatment or referrals made.
- The staff was actively involved with the pre-admissions assessment team.
- Three hundred and ten students were admitted to the Health Center with acute illnesses.
- Five in-service programs were presented to teachers and counselors.
- Two hundred athletic physicals were completed for competitive sports and Special Olympic participation.
- The Medical Director served on the S. C. Developmental Disabilities Advisory Council; as chairman of the S. C. Pediatric Society Committee on Handicapped Children; as Chairman of the Spartanburg County MR/DD Board; and actively participated in several groups serving and working with handicapped children.
- Ninety students were served by the Registered Physical Therapist on a consulting, evaluation and treatment regime.
- Two to four physically handicapped students were taken to the Crippled Children's Clinic for continued orthopedic evaluation and appliances weekly.
- Forty-five students were referred to the emergency room or other physician for treatment of injuries or other medical problems.

## SOCIAL SERVICES DEPARTMENT

### *Purpose:*

This department provides specific and generic social work services for the student population. It also serves as liaison between the School and the



student's home community. The office also coordinates volunteer service and performs assorted administrative tasks along with representing the Director of Educational Support Services at agency and state and local level meetings.

#### *Operations:*

The Administrative Assistant who is also a Social Worker has been the only staff person this year. Administrative responsibility covers a myriad of activities, including the provision of information to staff, students, parents and other agencies. There is also the responsibility of carrying out all Social Services Programs, the Volunteer Program and the Community Work Experience Program. Other administrative duties include: assembling, editing and distribution of the Annual Report; serving the Child Abuse Committee; serving on the Student Grievance Committee; and storing, purging and providing information on former student files.

As a Social Worker, the responsibility is for making as many home visits to applicants and enrolled students as time permits. The Social Worker is a member of the Screening Committee of Applicants and interviews many parents and students when they are here for evaluation. Visits are made to other agencies as needed in order to make the best plan for a student. Referrals are received from parents, students, staff and other agencies.

#### *Program Accomplishments:*

- Served on Governor's Advisory Council for Volunteers and on Council for Early Childhood Development and Education.
- Annual Report for 1982 prepared and distributed.
- Records Retention and Destruction report completed for Records Management Center.
- Scholarships were processed for 12 students attending college.
- Worked on many projects and provided information for questionnaires and future planning.
- Traveled as much as possible to make home visits to both new and enrolled students.
- Home contacts made to complete U.S.D.A. Lunch Program Reimbursement forms.
- Made 19 home and agency contacts regarding students with special needs.
- There were 22 office interviews with applicant students and their parents or guardians.
- Arranged a performance by the Spartanburg Civic Ballet for students on our campus.
- Requested T.V. and newspaper coverage of programs, meetings and other events on campus.
- Approved requests for funds in the amount of \$1,356.00 for children with special needs.

- Made arrangements for 26 groups (241 people) to visit our school programs.
- Answered 223 information requests from outside agencies and groups.

#### *Report on the Community Work Experience Program*

This program is in operation as a Pilot Project by the Spartanburg County Department of Social Services. Our school participated in the program and three people worked on our campus at various times during the 1982-83 school year. These three people provided the School with a total of 343 hours of work. The total value of this service computed at the minimum wage was \$1,224.51. Our plans are to continue to participate in this program for the 1983-84 school year.

#### *Report on the Volunteer Program*

The Volunteer Program continued to improve this past year. During the year, we had a total of thirty-eight (38) volunteers working a total of 3,302 hours. The value of this service computed at \$6.50 per hour was \$21,463.00.

This year, we had two outstanding volunteers on our campus. Ms. Vanessa A. Murphy worked a total of 952 hours performing a wide variety of tasks. Her work was rated superior by her supervisor. She attended the Governor's Luncheon for the Volunteers of the Year. Ms. Murphy received a certificate and a plaque in recognition of her service. Mrs. Sue W. Lentz, mother of one of our students, received a plaque in recognition of her outstanding achievements in fund raising on behalf of the students. She volunteered a total of 512 hours and raised approximately \$44,000.00 which will benefit our students in many ways.

The colleges in our area provide us with many excellent volunteers. We were very pleased with the work done by Ms. Karla Binovec and Mr. Charles Briley during the Interim Program at Wofford College. Spartanburg Methodist College and Converse College also provided us with willing and able volunteers.

Special appreciation must be expressed to those volunteers from the local community and our staff who gave of their time. Many of these people worked in the evenings after completing their normal work day. Brother John of the Cross gave the School 178 hours of his time. Mr. M. G. Browning, a retired employee of the School, volunteered 307 hours. On behalf of our students and staff, I would like to express the hope that next year will be even better.



## CEDAR SPRING FACILITY SOUTH CAROLINA COMMISSION FOR THE BLIND

### *Purpose:*

The Cedar Spring Facility of the Commission for the Blind is responsible for the provision of applicable vocational rehabilitation services to blind and visually impaired students, who are sixteen years old and above, who are enrolled at the South Carolina School for the Deaf and the Blind. These services are designed to increase the student's readiness for future gainful employment. With the presence of the Multi-Handicapped School, which is also located at the School for the Deaf and the Blind, the Commission for the Blind is also involved with serving some of the multi-handicapped students, who are legally blind and also have other physical or mental disabilities.

### *Operations:*

During the 1982-83 academic year, the Cedar Spring Facility provided applicable vocational rehabilitation services to approximately 46 students, who are residents of the state of South Carolina. The facility staff consists of (a) Rehabilitation Counselor, (b) Orientation and Mobility Instructor, and (c) Caseworker Assistant. The services available and provided by this staff includes:

- receiving referral information from the staff of the School for the Blind;
- conducting the initial interview with the student;
- contacting the parents of each student, regarding the agency purpose and other related information;
- processing application for applicable services;
- providing and/or coordinating necessary diagnostic services, including a general medical examination, an initial ophthalmological examination, a low vision examination, a psychological evaluation, an occupational inventory, and other prescribed examinations, that may be applicable to the individual's needs;
- determining the rehabilitation potential of each student and his or her eligibility for applicable vocational rehabilitation services;
- developing the Individualized Written Rehabilitation Program, which is designed to meet the specific needs of the student to increase his or her readiness for future gainful employment; providing and/or coordinating the provision of (a) vocational and personal adjustment counseling and guidance, (b) physical restoration services, including surgery, glasses, prostheses, hearing aids, etc., (c) and training programs, which includes personal adjustment training (residential, campus, business — Orientation and Mobility Training), and on the job training at appropriate locations, which are on the campus of the

School for the Deaf and the Blind and also in the local industrial community, depending upon the interests and needs of the students;

- referring each student to the appropriate vocational rehabilitation counselor, who serves the respective home county, where the student resides, when the student graduates or discontinues his or her enrollment at the School for the Blind;
- providing the above applicable services with the knowledge and cooperation of the appropriate staff of the South Carolina School for the Deaf and the Blind.

#### *Program Accomplishments:*

- One (1) partially sighted student (female) was involved in an OJT program as a switchboard operator at the SCSDB;
- One (1) student received a scleral shell (prosthesis) for cosmetic purposes from Le Grand Associates of Philadelphia, PA;
- Two (2) students received follow-up services for prostheses for cosmetic purposes from Le Grand Associates of Philadelphia, PA;
- Five (5) students received initial low vision evaluations at the clinic, which is located in the Commission for the Blind facility;
- Seven (7) students received follow-up low vision examinations;
- Six (6) students received vocational evaluation services, which include Personality, Career Maturity, Dexterity, Social, and Occupational testing;
- Five (5) students participated in a Personal Adjustment Training Program, during the summer, at the Ellen Beach Mack Rehabilitation Center in Columbia, SC;
- Nine (9) students received orientation and mobility training at the Cedar Spring Facility;
- Three (3) students received Functional Vision evaluations to determine their orientation and mobility capabilities and needs.
- Twenty-one (21) students participated in a Work Experience Program;
- Fifteen (15) students participated in an Intermediate Pre-Vocational Program.

### VOCATIONAL REHABILITATION FACILITY

#### *Purpose:*

The Vocational Rehabilitation Facility located on the campus of the South Carolina School for the Deaf and the Blind provides medical, social, psychological and vocational evaluations to the deaf students and the multi-handicapped students. This facility also provides on-the-job training in cooperation with businesses and industries in the community as well



as continued counseling and guidance, social, personal, work adjustment training, job placement, and follow up.

*Operations:*

During the twelve month year under report, this facility provided services for one hundred seventy students. These students are from various locales in South Carolina. When a student graduates or leaves the South Carolina School for the Deaf and Blind, the case is transferred to the appropriate Vocational Rehabilitation Counselor in the students' home area in order that services be continued by the agency. In most instances these students are served by a specialty counselor.

The Facility is administered by (a) Project Supervisor (b) a Vocational Counselor (c) a Vocational Evaluator (d) an Adjustment Specialist (e) a Casework Assistant.

*Program Accomplishments:*

Diagnostic medical evaluation was provided to students throughout the year. Twenty-eight students received general medical examinations. Seventeen students received otological examinations and thirty-five students received ophthalmological examinations. Two students received a dermatological examination and one student received an orthopaedic examination. Five students received special diagnostic examinations. Three hearing aids were purchased for students.

Vocational evaluation was provided to fifty students. These evaluation results assist the Facility staff in planning future services and also assist the School staff in their planning for the students. Evaluation results are staffed jointly with the Facility staff and the School staff in attendance.

On-the-job training was provided in industries and businesses in the community to students in the senior class. The on-the-job training program provided training in the following areas:

Benchwork-Assembly .....	2 students
Clerical .....	1 student
Keypunch .....	2 students
Shipping-Receiving .....	3 students
Auto Mechanic Helper .....	2 students
Child Care .....	1 student
Food Services .....	4 students
Teachers Aide .....	6 students
Custodial Care .....	3 students
Printing .....	1 student

Thirteen students were employed at Converse College in the food service area on a part-time basis. The students were employed for the

entire school year. Additional students were used in the program as substitutes.

Work adjustment training classes were provided by the Facility staff to one hundred two students from the junior and senior classes. This adjustment training is designed to prepare the students for future gainful employment and indoctrinate them to the World of Work. Classes met for one hour on a twice a month basis for juniors and seniors.

The work adjustment program where students were involved in piece work on contracts obtained from various industries and businesses in the community had seventy students involved. Some of the students involved during the year were ninth grades and participated for a nine week period as part of the school's pre-vocational program.

## FINANCIAL STATEMENT

Fiscal Year July 1, 1982 - June 30, 1983

### STATE FUNDS

Appropriation .....	\$7,043,524.00
Less .31% Appropriation Reduction .....	(23,381.00)
Less 4.6% Appropriation Reduction .....	(329,123.00)
Additional Personal Serv. Allocation .....	134,710.00
Total State Funds Available .....	<u>\$6,825,730.00</u>

### Disbursement

#### Administration & Physical

##### Support Service:

Personal Serv. ....	\$1,069,575.94	
Contractual Serv. ....	413,350.60	
Supplies .....	486,956.98	
Fixed Charges .....	36,574.73	
Travel .....	24,124.66	
Equipment .....	64,063.36	
Total Administration .....		\$2,094,646.27

#### Education Support Service:

Personal Serv. ....	1,379,647.60	
Contractual Serv. ....	14,109.71	
Supplies .....	28,509.34	
Fixed Charges .....	2,388.31	
Travel .....	2,067.21	
Scholarships .....	-0-	
Vocation Rehabilitation .....	46,867.06	
Case Service .....	29,344.92	
Total Education Supp. Serv. ....		1,502,934.15

#### Multi-Handicap:

Personal Service .....	1,031,257.05	
Contractual Serv. ....	2,902.06	
Supplies .....	20,887.24	
Travel .....	2,360.09	
Case Service .....	121.79	
Total Multi-Handicap .....		1,057,528.23



Deaf School:

Personal Service .....	821,835.34	
Contractual Serv. ....	975.43	
Supplies .....	9,197.39	
Fixed Charges .....	120.00	
Travel .....	465.01	
Scholarships .....	2,250.00	
Total Deaf School .....		834,843.17

Blind School:

Personal Service .....	406,890.07	
Contractual Serv. ....	760.89	
Supplies .....	3,472.61	
Fixed Charges .....	91.90	
Travel .....	324.60	
Scholarships .....	332.00	
Blind Placement .....	5,000.00	
Total Blind School .....		416,872.07
Employer Contributions .....	875,556.86	
Total Agency Expenditure .....		\$6,781,380.75
Lapsed to Gen. Fund (Personal Serv.) .....		44,349.25
		<u>\$6,825,730.00</u>

SPECIAL DEPOSITS

Balance Brought Forward July 1, 1982 .....	\$34,493.72
Receipts .....	61,867.66
Total Funds Available .....	<u>96,361.38</u>

Disbursements:

P. E. Athletic Contingency Fund .....	\$ 1,916.10	
Music Account .....	48.36	
Annual .....	1,592.00	
Pilot Club .....	266.37	
Daily Living Skills .....	1,400.00	
Homeliving & Fund Raising Fund .....	22,537.85	
Adult Ed. ....	6,835.16	
Vocation Fund .....	641.41	
Special Needy .....	1,355.92	
Outreach .....	554.05	
Caption Film .....	996.58	
Total Disbursements .....		38,143.80
Balance Carried Fd. f/y 83-84 .....		58,217.58
		<u>96,361.38</u>

CAPITAL IMPROVEMENT PROJECTS

Funds Rcd. f/y 82-83 .....	\$745,390.67
Disbursed:	
Bathroom Renovation .....	141.20
School Buses .....	745,249.47
Vocation Educ. Facility .....	-0-
Total .....	<u>745,390.67</u>
Cash Balance .....	<u>-0-</u>

## OTHER ACCOUNTS

Patient Fees:	
Balance Fd. ....	\$157,995.34
Expended .....	3,490.94
Balance 7-1-83 .....	<u>\$154,504.40</u>
Chapel Fund:	
Balance .....	\$174,971.73
Rec'd. ....	26,553.38
Balance 7-1-83 .....	<u>\$201,525.11</u>
Thackston Memorial Fund Bal. Fd. ....	
Expended .....	\$ 410.74
Balance .....	15.00
	<u>\$ 395.74</u>
Cafeteria Operating:	
Balance Fd. ....	\$ 19,525.68
Rec'd. ....	18,048.59
Expended .....	-0-
Balance Fd. f/y 83-84 .....	<u>\$ 37,574.27</u>
Student Work/Training Program:	
Rec'd. ....	\$ 8,452.32
Expended .....	7,318.89
Balance Fd. 83-84 .....	<u>\$ 1,133.43</u>
Consolidated Federal:	
Balance Fd. 7-1-82 .....	\$ 1,125.60
Recpts. ....	464,929.93
Less Disbursements .....	424,948.76
Balance Carried Fd. f/y 83-84 .....	<u>\$ 41,106.77</u>

## STATEMENT OF FEDERAL EXPENDITURES BY PROJECT

T-I .....	\$212,038.13
Energy Grant .....	127,914.94
Vocation Education .....	27,703.43
T-VI C .....	47,794.68
T-IV B .....	3,829.99
L.S.C.A. Library Grant .....	2,283.01
Project Help .....	3,384.58
Total Federal Expenditures .....	<u>\$424,948.76</u>
U.S.D. Milk Reimb. 83	
Balance Fd. ....	\$ 24,662.91
Rec'd. ....	101,925.01
Expended .....	90,983.55
Balance Fd. f/y 83-84 .....	<u>35,604.37</u>



## ENROLLMENT

### *School for the Blind*

Girls .....	34
Boys .....	<u>48</u>
Total .....	82

### *School for the Deaf*

Girls .....	114
Boys .....	<u>124</u>
Total .....	238

### *School for the Multi-Handicapped*

Girls .....	44
Boys .....	<u>89</u>
Total .....	133
Grand Total .....	453

### *Number of Graduates*

Blind .....	7
Deaf .....	18
Multi-Handicapped .....	<u>3</u>
Total .....	28

### *Number of Graduates Receiving Scholarships to Attend College*

Blind .....	2
Deaf .....	<u>10</u>
Total .....	12

# BLIND SCHOOL

## NUMBER OF STUDENTS BY COUNTIES

<i>County</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>County</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Abbeville . . . . .	0	0	0	Greenwood . . . .	4	0	4
Aiken . . . . .	0	1	1	Hampton . . . . .	0	0	0
Allendale . . . . .	0	0	0	Horry . . . . .	0	0	0
Anderson . . . . .	0	1	1	Jasper . . . . .	1	3	4
Bamberg . . . . .	2	0	2	Kershaw . . . . .	3	0	3
Barnwell . . . . .	0	0	0	Lancaster . . . . .	0	0	0
Beaufort . . . . .	0	0	0	Laurens . . . . .	0	1	1
Berkeley . . . . .	0	1	1	Lee . . . . .	0	0	0
Calhoun . . . . .	0	0	0	Lexington . . . . .	0	1	0
Charleston . . . . .	3	1	4	Marion . . . . .	1	0	1
Cherokee . . . . .	1	0	1	Marlboro . . . . .	1	0	1
Chester . . . . .	1	0	1	McCormick . . . .	0	0	0
Chesterfield . . . .	2	0	2	Newberry . . . . .	2	0	2
Clarendon . . . . .	0	0	0	Oconee . . . . .	0	0	0
Colleton . . . . .	1	1	2	Orangeburg . . . .	0	3	3
Darlington . . . . .	1	0	1	Pickens . . . . .	0	1	1
Dillon . . . . .	0	0	0	Richland . . . . .	2	3	5
Dorchester . . . . .	0	2	2	Saluda . . . . .	0	0	0
Edgefield . . . . .	0	0	0	Spartanburg . . . .	14	3	17
Fairfield . . . . .	1	1	2	Sumter . . . . .	0	1	1
Florence . . . . .	3	2	5	Union . . . . .	1	2	3
Georgetown . . . . .	1	1	2	Williamsburg . . .	1	0	1
Greenville . . . . .	2	1	3	York . . . . .	1	4	5



# DEAF SCHOOL

## NUMBER OF STUDENTS BY COUNTY

<i>County</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>County</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Abbeville . . . . .	1	1	2	Greenwood . . . . .	3	4	7
Aiken . . . . .	4	6	10	Hampton . . . . .	1	2	3
Allendale . . . . .	0	1	1	Horry . . . . .	6	3	9
Anderson . . . . .	3	4	7	Jasper . . . . .	1	1	2
Bamberg . . . . .	0	0	0	Kershaw . . . . .	2	1	3
Barnwell . . . . .	2	2	4	Lancaster . . . . .	1	4	5
Beaufort . . . . .	0	0	0	Laurens . . . . .	2	2	4
Berkeley . . . . .	5	0	5	Lee . . . . .	1	0	1
Calhoun . . . . .	1	0	1	Lexington . . . . .	0	3	3
Charleston . . . . .	12	5	17	Marion . . . . .	1	3	4
Cherokee . . . . .	3	3	6	Marlboro . . . . .	4	4	8
Chester . . . . .	5	3	8	McCormick . . . . .	0	1	1
Chesterfield . . . . .	4	3	7	Newberry . . . . .	1	4	5
Clarendon . . . . .	2	4	6	Oconee . . . . .	0	1	1
Colleton . . . . .	1	2	3	Orangeburg . . . . .	2	3	5
Darlington . . . . .	4	1	5	Pickens . . . . .	1	1	2
Dillon . . . . .	0	0	0	Richland . . . . .	5	4	9
Dorchester . . . . .	0	2	2	Saluda . . . . .	1	0	1
Edgefield . . . . .	1	0	1	Spartanburg . . . . .	15	13	28
Fairfield . . . . .	1	0	1	Sumter . . . . .	4	3	7
Florence . . . . .	5	1	6	Union . . . . .	1	1	2
Georgetown . . . . .	6	3	9	Williamsburg . . . . .	1	1	2
Greenville . . . . .	4	6	10	York . . . . .	7	8	15

# MULTI-HANDICAPPED SCHOOL

## NUMBER OF STUDENTS BY COUNTY

<i>County</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>County</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Abbeville . . . . .	1	0	1	Greenwood . . . . .	3	1	4
Aiken . . . . .	6	1	7	Hampton . . . . .	1	0	1
Allendale . . . . .	0	0	0	Horry . . . . .	0	1	1
Anderson . . . . .	2	2	4	Jasper . . . . .	0	0	0
Bamberg . . . . .	0	0	0	Kershaw . . . . .	2	0	2
Barnwell . . . . .	1	0	1	Lancaster . . . . .	0	0	0
Beaufort . . . . .	0	0	0	Laurens . . . . .	5	3	8
Berkeley . . . . .	0	1	1	Lee . . . . .	0	0	0
Calhoun . . . . .	0	0	0	Lexington . . . . .	1	5	6
Charleston . . . . .	4	1	5	Marion . . . . .	0	0	0
Cherokee . . . . .	0	1	1	Marlboro . . . . .	3	1	4
Chester . . . . .	4	1	5	McCormick . . . . .	0	0	0
Chesterfield . . . . .	1	2	3	Newberry . . . . .	3	1	4
Clarendon . . . . .	2	1	3	Oconee . . . . .	0	2	2
Colleton . . . . .	0	0	0	Orangeburg . . . . .	0	0	0
Darlington . . . . .	4	1	5	Pickens . . . . .	2	1	3
Dillon . . . . .	2	0	2	Richland . . . . .	5	5	10
Dorchester . . . . .	1	0	1	Saluda . . . . .	0	0	0
Edgefield . . . . .	1	0	1	Spartanburg . . . . .	11	2	13
Fairfield . . . . .	0	0	0	Sumter . . . . .	2	1	3
Florence . . . . .	5	2	7	Union . . . . .	0	1	1
Georgetown . . . . .	1	0	1	Williamsburg . . . . .	1	1	2
Greenville . . . . .	9	4	13	York . . . . .	6	2	8



## GRADUATES OF 1983

### *Deaf School*

Elizabeth Margaret Buffington	James Lamar Matthews
Catherine Ann Cooper	Douglas Eugene Moses
Angela Juanita Crapps	John William Raffaldt
Mona Lisa Craven	Bryant Scott Rapley
Leon Curry	Tammy Lynn Smith
Susan Anne Emory	Donna Marie Swart
David Elvin Gadsden	Cindy Louise Teiken
Jerald Lee Grimes	Michael Earl Washington
Joseph Allen Johnson	Regina Carol Williams

### *Blind School*

Priscilla Marie Alston  
Vernon Earl Cauthen  
Bruce Lorenzo Coleman  
Debbie Marie Ellis  
George Ephram Hinson (graduated from Spartanburg High School)  
Brenda Lee Kemmerlin  
Algernon Leon Tyler

### *Multi-Handicapped School*

Kent Collins  
Larry Darnell Geter  
Danny Hugh King

